



Office of the State  
Superintendent of Education  
Division of Health and Wellness

# Chavez Schools



LOCAL WELLNESS POLICY



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## INTRODUCTION

The Office of the State Superintendent of Education (OSSE) developed this Local Wellness Policy (LWP) template to support local education agencies (LEAs) in developing high-quality LWPs. This template is structured to support LEAs in addressing all necessary LWP elements stipulated in local and federal law. This template also includes additional school health requirements and recommendations that LEAs may choose to incorporate into their policies (see *Local Wellness Policy Guide* for more detail). LEAs are highly encouraged to utilize this template when developing an LWP. This LWP template is intended to offer an outline for an LEA's approach to ensuring environments and opportunities exist for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing distractions.

### WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL

This LWP template is structured to align with the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model, which is the Centers for Disease Control and Prevention's (CDC) framework for addressing health in schools. The WSCC model promotes a holistic approach to school health and integrates health services and programs into the day-to-day school and student life as a tool for improving academic achievement and learning. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement, and the importance of evidence-based school policies and practices (see *Local Wellness Policy Guide* for more detail).

#### The 10 WSCC components are:

1. Health Education
2. Physical Education and Physical Activity
3. Nutrition Environment and Services
4. Physical Environment
5. Social and Emotional Climate
6. Counseling, Psychological & Social Services
7. Health Services
8. Employee Wellness
9. Family Engagement
10. Community Involvement



## HOW TO USE THIS TEMPLATE

This template is intended to offer a WSCC-aligned outline for an LEA's policy that would apply to all its students, staff, and schools. This template is highly recommended for LEAs to develop a high-quality LWP. LEAs may choose to incorporate some or all 10 components of this template when developing their policy. LEAs must ensure all mandatory local and federal LWP components are included in their final policy (see *Local Wellness Policy Guide* for more detail).

Each component includes content that is color-coded based on whether it is a mandatory LWP element that must be implemented **and** included in the document (color: ● **yellow**), a local school health requirement, which must be implemented, that is highly recommended to be included though inclusion is not required (color: ● **green**), or additional recommended content that is not required, but encouraged to be included (color: ● **blue**). At a minimum, LEAs should identify specific measurable goals and outcomes within each ● **yellow** section of this template. All ● **green** and ● **blue** elements are recommended for inclusion. All elements, when combined, support a high-quality, well-rounded LWP aligned to the WSCC model.

In order to meet the mandatory ● **yellow** requirements of an LWP, LEAs should ensure the policy covers the following while completing this template:

- students in the school have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus/day – in accordance with federal and state nutrition standards;
- students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- students have opportunities to be physically active before, during and after school;
- schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- school staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- the community is engaged in supporting the work of the LEA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- the LEA establishes and maintains an infrastructure for management, oversight, implementation, evaluation, and communication about the policy and its established goals and objectives.

LEAs should include additional language or modify this template, where appropriate, so that it accurately reflects specific needs (e.g., removing references to grades not served by the LEA). LEAs may choose to amend the introductory language to each WSCC component and should enter the LEA's name wherever the text reads **[LEA NAME]**. For support in completing the template or understanding LWP requirements, please contact OSSE at [OSSE.schoolhealth@dc.gov](mailto:OSSE.schoolhealth@dc.gov).

## Local Wellness Policy

Cesar Chavez PCS for Public Policy Local Wellness Policy

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This Local Wellness Policy (LWP) outlines Cesar Chavez PCS for Public Policy's approach to ensuring environments and opportunities for all students to engage in healthy eating, physical activity, and programs that promote wellness throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in Cesar Chavez PCS for Public Policy. Specific measurable goals and outcomes are identified within each section below.

### LOCAL WELLNESS POLICY OFFICIAL(S)

Cesar Chavez PCS for Public Policy has identified the following LEA or school official(s) responsible for the implementation and oversight of the LWP to ensure each school's compliance with the policy [7 CFR 210.31(c)(4)].

| NAME          | POSITION TITLE                | EMAIL ADDRESS                   | LWP ROLE                                   |
|---------------|-------------------------------|---------------------------------|--------------------------------------------|
| Robert Graham | Director of Campus Operations | robert.graham@chavezschools.org | who will ensure compliance with the policy |

### TRIENNIAL PROGRESS ASSESSMENTS

At least once every three years, Cesar Chavez PCS for Public Policy will conduct a Triennial Progress Assessment and develop a report that reviews each Cesar Chavez PCS for Public Policy school's compliance with this LWP [7 CFR 210.31(e)(2); DC Official Code § 38–826.01(a)]. This assessment and report will include a full description of the progress made in attaining the goals of Cesar Chavez PCS for Public Policy's LWP.

The positions/persons responsible for managing the triennial assessment and report is Robert Graham, Director of Campus Operations, robert.graham@chavezschools.org. The above referenced individual(s) will monitor Cesar Chavez PCS for Public Policy schools' compliance with this LWP and develop the triennial progress reports. Cesar Chavez PCS for Public Policy schools will actively notify households/families of the availability of the triennial progress report.

### ESTABLISH A PLAN TO MEASURE THE IMPACT AND IMPLEMENTATION OF THE LOCAL WELLNESS POLICY

**Federal LWP Requirement [7 CFR 210.31(c)(6)]** Provide a description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public.

Cesar Chavez PCS for Public Policy will evaluate compliance and effectiveness of this LWP using existing data collection tools, such as, but not limited to:

- \*School Health Index;
- \*FITNESSGRAM data collection and analysis;
- \*OSSE Health and Physical Education student assessments;
- \*DC Healthy Schools Act School Health Profiles;
- \*Centers for Disease Control and Prevention School Health Profiles;
- \*Youth Risk Behavior Surveillance System results;
- \*WellSAT 2.0; and
- \*USDA triennial administrative review.

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## HEALTH EDUCATION

Health education is comprised of several aspects of wellbeing, including mental health, physical fitness, sexual health and safety.<sup>1</sup> High-quality health education and promotion of school-based health activities can help improve students' quality of life, increase healthy behaviors, and reduce risky behaviors throughout students' lives.<sup>2</sup> CesarChavezPCSforPublicPolicy recognizes the connection between good health, quality of life, and readiness to learn. Cesar Chavez PCS for Public Policy is committed to providing high-quality health education and promoting health policies and activities that result in students that exhibit healthier behaviors.

**Healthy Schools Act Requirement** [\[DC Official Code § 38–821.01\(1F\); \(DC Official Code § 38–824.02\(b\)\)\]](#)

Students in kindergarten through Grade 8 receive health education instruction aligned with [OSSE Health Education Standards](#).

At Chavez, students in grades 6-8 receive approximately seventy five minutes of health education instruction two days per week. This health education instruction includes age appropriate curriculum that address important health related topics such as: social, emotional, and mental health, stress management, sexual development, making healthy lifestyle choices, hydration, positive self imaging, and building healthy relationships.

**Healthy Schools Act Requirement** [\[DC Official Code § 38–824.02\(b\)\(2\)\]](#)

Schools serving students in kindergarten through Grade 8 provide an average of 75 minutes of health education per week.

At Chavez, students in grades 6-8 receive approximately seventy five minutes of health education instruction two days per week. This health education instruction includes age appropriate curriculum that address important health related topics such as: social, emotional, and mental health, stress management, sexual development, making healthy lifestyle choices, hydration, positive self imaging, and building healthy relationships.

**School Safety Omnibus Amendment Act Requirement** [\[DC Official Code § 38–824.02\(b-2\)\(1\)\(A\)\]](#)

Students in kindergarten through Grade 12 receive age- and developmentally appropriate, evidence-based, and culturally responsive instruction on recognizing and reporting sexual misconduct and child abuse, setting and respecting appropriate personal and body boundaries and privacy rules, communicating with adults about concerns regarding body boundaries or privacy violations, the meaning of consent, developing and maintaining healthy relationships, and other appropriate topics to support healthy development of students.

At Chavez, we employ 5 full time mental and social health professionals who are responsible for supporting our students and faculty in a range of age-appropriate, evidence-based, and culturally responsive school safety programs. For example, they monitor, teach, recognize, and report body boundaries, sexual misconduct, child abuse, negative social interactions and privacy issues. In addition, our Directors of Scholar Life & Family Engagement, Assistant Directors, Scholar Support Coordinators, our Leadership team, Information Technology department, and Faculty and Staff work closely together to support child safety. All faculty and staff must complete Mandated Reporter Training annually on how to recognize and report misconduct, child abuse etc. In addition, our Mental Wellness team conducts professional development throughout the school year for our faculty and staff. Staff are also required to complete bi-annual trainings on suicide awareness and other mental health trainings.

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1 Centers for Disease Control and Prevention. (2019). Healthy Schools: Components of the Whole School, Whole Community, Whole Child (WSCSS). Retrieved from [cdc.gov/healthyschools/wscs/components.htm](https://cdc.gov/healthyschools/wscs/components.htm)

2 Centers for Disease Control and Prevention. (2021). Healthy Schools: Improving School Health. Retrieved from: [cdc.gov/healthyschools/schoolhealth.htm](https://cdc.gov/healthyschools/schoolhealth.htm)

**Healthy Schools Act Requirement** [DC Official Code § 38–824.02(b-1)(1)]

High school health instruction provides cardiopulmonary resuscitation (CPR) instruction in at least one health class necessary for graduation for students in grades 9-12.

Chavez students in grades 9-12 receive instruction in cardiopulmonary resuscitation in at least one health class necessary for graduation. The instruction includes the appropriate use of an automated external defibrillator and incorporate hands-on practice in addition to cognitive learning.

**Graduation Requirement** [5-A DCMR § 2203.3(b)]

Provide the necessary 1.5 Carnegie units in health/physical education to meet graduation requirement.

All courses in this Physical Education and Health Department satisfy the Chavez graduation requirements for physical education and health. A student must have both health and PE credits, although how many of each is not prescribed as long as the student has earned 1.5 credits or higher total. Courses offered include: Health I, Health II, Physical Education I, Physical Education II, Team Sports I, Team Sports II, Aerobics I, Aerobics II.

## PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

School-based physical education and physical activity programs offer the best opportunity for students to learn the key skills and gain knowledge needed to establish and sustain a healthy and active lifestyle.<sup>3</sup> High-quality physical education improves a student's readiness to learn by contributing to motor skill development, boosting self-esteem, reducing stress and anxiety, and improving breathing and blood circulation which result in better concentration, improved behavior, and stronger academic success.<sup>4</sup>

Cesar Chavez PCS for Public Policy recognizes the connection between a physically active life and a child's positive physical, mental, and emotional development. Cesar Chavez PCS for Public Policy understands the importance of engaging its students in opportunities and activities that are empowering, regardless of ability, developmental status, or culture. Cesar Chavez PCS for Public Policy is committed to providing students with high-quality instruction to reinforce physically active behavior during school and throughout life.

**Federal and Local LWP Requirement** [7 CFR 210.31(c)(1); (DC Official Code § 38–826.01(b)(C)]

LEAs must identify specific goals for increasing physical activity and other school-based activities that promote student wellness through physical activity. In developing these goals, LEAs must review and consider evidence-based strategies and techniques.

Chavez is fully committed to educating the full child, including but not limited to excellent academics and embracing physical movement through a variety of ways. In addition to the health and physical education classes that take place for students in grades 6-12, we have a robust offering of both middle school and high school sports including but not limited to: soccer, basketball, touch football, track, volleyball, and cheer leading. In addition to these more formal sports activities, we also have an after school running-club and a cooking club that explores how to make healthy and fulfilling meals.

<sup>3</sup> Shape America. (2019). Is it Physical Education or Physical Activity? Understanding the Difference.

Retrieved from [shapeamerica.org/publications/resources/teachingtools/qualitytype/pa\\_vs\\_pe.aspx](https://shapeamerica.org/publications/resources/teachingtools/qualitytype/pa_vs_pe.aspx)

<sup>4</sup> US Department of Health and Human Services. *Physical Activity Guidelines for Americans*, 2<sup>nd</sup> edition. Washington, DC: US Department of Health and Human Services; 2018. Retrieved from [health.gov/sites/default/files/2019-09/Physical\\_Activity\\_Guidelines\\_2nd\\_edition.pdf](https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf)

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**Healthy Schools Act Requirement** [\[DC Official Code § 38–821.01\(6C\); \(DC Official Code § 38–824.02\(a\)\)\]](#)

Students in kindergarten through Grade 8 receive physical education instruction aligned with [OSSE Physical Education Standards](#).

The components of Cesar Chavez PCS for Public Policy’s physical education program include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as dance, yoga, and step. Students are given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, interscholastic athletics and physical activity clubs. Students in grades 6-8 receive at least an average of 135 minutes per week of physical education and structured movement.

**Healthy Schools Act Requirement** [\[DC Official Code § 38–824.02\(a\)\(1\)\(A\)\]](#)

Schools serving students in kindergarten through Grade 5 shall set a goal to provide an average of 150 minutes of physical education per week, and at least one recess of at least 20 minutes per day. If a school serving students in kindergarten through Grade 5 provides less than an average of 90 minutes of physical education per week, it shall submit an action plan to OSSE detailing efforts it will take to increase physical education before beginning the next school year.

Chavez only has students in grades 6-12.

**Healthy Schools Act Requirement** [\[DC Official Code § 38–824.02\(a\)\(2\)\(A\)\]](#)

Schools serving students in grades 6-8 shall set a goal to provide an average of 225 minutes of physical education per week, and at least one recess of at least 20 minutes per day. If a school serving students in grades 6-8 provides less than an average of 135 minutes of physical education per week, it shall submit an action plan to OSSE detailing efforts it will take to increase physical education before beginning the next school year.

The components of Cesar Chavez PCS for Public Policy’s physical education program include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as dance, yoga, and step. Students are given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, interscholastic athletics and physical activity clubs. Students in grades 6-8 receive at least an average of 135 minutes per week of physical education and structured movement.

**Healthy Schools Act Requirement** [\[DC Official Code § 38–821.01\(6C\)\]](#)

At least 50 percent of physical education instruction time is devoted to moderate-to-vigorous physical activity.

At Chavez our physical instruction time is devoted to moderate-to-vigorous physical activity. There is minimal time in our PE instruction where students are sitting. Our programming consists of a brisk warm up, moderate to vigorous physical activity, and a safe cool down with at least water breaks built in to each class. Participation and effort is a primary part of our grading process. At best, 75-80 percent of our instruction time is devoted to moderate-to-vigorous physical activity.

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**Healthy Schools Act Requirement** [\[DC Official Code § 38-824.03\(a\)\]](#)

Provide suitably adapted physical education or supplementary aids for any other student with special needs that preclude the student from participating in regular physical education instruction.

Our PE teachers are always cognizant of the adaptation need for our students with disabilities. Those requiring adaptive equipment, using hearing devices or having documented difficulty with motor development are always accommodated. The student support team including the student's case manager, parents, and other staff meet to ensure all necessary accommodations are met.

**Healthy Schools Act Requirement** [\[DC Official Code § 38-824.03\(b\)\]](#)

Prohibit requiring or withholding physical activity as a means to punish students, provided that students who are not wearing appropriate athletic clothing may be prohibited from participating in physical activity until properly dressed.

Physical activity is never withheld from students as a means of punishment. Changing for PE is not required and therefore does not pose an obstruction to participation.

**Healthy Schools Act Requirement** [\[DC Official Code § 38-824.02\(a-1\)\(1\)\]](#)

Provide students in grades pre-K 3 and pre-K 4 with an average of 60 minutes of daily physical activity, including two 20-minute outdoor recess periods each day weather and space permitting.

Chavez only has students in grades 6-12.

**Healthy Schools Act Requirement** [\[DC Official Code § 38-824.01\(a-c\)\]](#)

It shall be the goal to engage students in physical activity for at least 60 minutes each day. Schools shall promote this goal. Schools shall seek to maximize physical activity by means including: extending the school day, encouraging students to walk or bike to school; promoting active recess; supporting athletic programs; integrating movement into classroom instruction and classroom instruction breaks; entering into shared-use agreements with organizations that provide physical activity programming for children outside of the normal day; and using physical activity as a reward for student achievement and good behavior.

Chavez students in grades 6-8 receive at least an average of 135 minutes per week of physical education and structured movement. Physical education teachers develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health. A minimum of 50 percent of physical education class time is devoted to actual physical activity. Suitably adapted physical activity is provided as part of the individualized education plan (IEP) developed for students with disabilities. Physical education staff appropriately limits the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions. Physical activity is neither required nor withheld as punishment. Students in grades 9-12 are required to take a minimum of 1.5 Health & Physical Education courses. Chavez is a member of DC Public Charter School Athletic Association and the DC State Athletic Association and provides sports including but not limited to soccer, basketball, volleyball, track, and cheerleading.

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## NUTRITION ENVIRONMENT AND SERVICES

Offering nutrition education and serving healthy school meals help mitigate childhood obesity, model healthy habits, and promote life-long healthy eating patterns and food selection. [Cesar Chavez PCS for Public Policy](#) recognizes that serving healthy meals to students through the [National School Lunch Program](#), [School Breakfast Program](#), [After School Snack Program](#), [Fresh Fruit and Vegetable Program](#), [Special Milk Program](#), [The Child and Adult Care Food Program](#), [Summer Food Service Program](#), and other supplemental nutrition programs contribute to the improved nutritional diet and health of students, reduces hunger among students, and improves students' readiness to learn.

## NUTRITION PROMOTION AND EDUCATION

[Cesar Chavez PCS for Public Policy](#) is committed to promoting positive nutrition behaviors and habits. Posters promoting [healthy portions](#), age appropriate [nutrition information](#) for healthier living, and food service menus will be posted in public areas throughout our school(s).

### **Federal LWP Requirement** [\[7 CFR 210.31\(c\)\]](#)

LEAs must identify specific goals for nutrition promotion and education and other school-based activities that promote student wellness through nutrition. In developing these goals, LEAs must review and consider evidence-based strategies and techniques.

- To provide each child the opportunity to participate in a school breakfast and lunch program emphasizing holistic nutrition and wellness.
- To increase the variety of options for all staff and students.
- To increase each child's awareness of foods that will add to his/her physical well being.

### **Healthy Schools Act Requirement** [\[DC Official Code § 38-822.05\(b\)\(1\)\]](#)

Distribute the menu for each breakfast and lunch served, nutritional content of each menu item, ingredients of each menu item, and the location where fruits and vegetables served in schools are grown and processed. Make information available on school website, in school's office, and to parents and legal guardians upon request.

Menus and nutritional information are posted in food service areas, in the Main Office, and on our website, and growing locations including food labels are available upon request. Printed menus are available upon request. Vegetarian and non vegetarian options are available and clearly marked for all students and staff every day.

### **Healthy Schools Act Requirement** [\[DC Official Code § 38-822.01\(a\)\(1\)\(B\)\(i-ii\)\]](#)

Make a vegetarian food option available as a daily option for the main course for breakfast and lunch at all grade levels. Vegetarian food options shall be rotated to avoid repetition.

Chavez offers vegetarian food options at every meal every day for all faculty and students. Vegetarian options are rotated in accordance with vendor offerings.

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**Healthy Schools Act Requirement** [\[DC Official Code § 38-822.01\(a\)\(1\)\(B\)\(iii\)\]](#)

Vegetarian food options shall be clearly labeled or identified.

Signage is placed on the food service line identifying each meal option and clearly indicating which choices are vegetarian.

**Healthy Schools Act Requirement** [\[DC Official Code § 38-822.03\(b\)\(3\)\]](#)

Solicit input from students, faculty, and parents, through taste tests, comment boxes, surveys, a student nutrition advisory council, or other means, regarding nutritious meals that appeal to students.

As part of our RP process before the 2018 School Year, students, staff and families participated in taste tests for each of the vendors invited to participate. Our current vendor was by far the top choice of all and we have had a very positive relationship with them since.

**Federal Requirement** [\[7 CFR 210.10\(a\)\(2\)\]](#)

Hang *Offer vs. Serve* posters as a guide for students choosing a reimbursable meal.<sup>5</sup>

Offer vs. serve posters have been hung in our food service areas as a visual guide for both adults and students.

## FOODS AND BEVERAGES MARKETING TO STUDENTS

All food and beverage products marketed on school grounds must, at a minimum, meet the USDA's school meal nutrition and [Smart Snacks](#) standards. Product marketing refers to any written, oral posted graphics intended to promote the sale of a food or beverage product.

Cesar Chavez PCS for Public Policy. is committed to marketing food and beverages in nutrition-promoting ways including ensuring that filtered water is available for student and staff consumption throughout the day and that water is marketed in health promoting ways that do not detract from milk promotion. This commitment will be demonstrated by taking the specific actions outlined below.

**Federal and Local LWP Requirement** [\[\(7 CFR 210.31\(c\)\(3\)\(iii\)\); \(DC Official Code § 38-822.06\(f\)\(2\)\]](#)

Establish policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet or exceed the federal nutritional and Healthy Schools Act standards.

Chavez does not participate in food or beverage marketing campaigns.

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<sup>5</sup> See Offer Versus Serve Posters for Lunch at [fns.usda.gov/tn/offer-versus-serve-national-school-lunch-program-posters](https://fns.usda.gov/tn/offer-versus-serve-national-school-lunch-program-posters)

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## FOODS AND BEVERAGES PROVIDED TO STUDENTS

### **Federal LWP Requirement** [7 CFR 210.31(c)(2)]

Establish standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives).

Chavez generally does not encourage the distribution of outside food to students. Any outside food meets the requirements of the Healthy Schools Act.

### **Federal and Local LWP Requirement** [DC Official Code § 38-822.03(c); [7 CFR 210.18(h)(2)(v)]

Make cold, filtered water available free to students, through water fountains or other means, when meals are served to students.

All students have access to filtered water at all meals and throughout the day.

## FOODS AND BEVERAGES SOLD TO STUDENTS

### **Federal LWP Requirement** [7 CFR 210.31(c)(3)(i-ii)]

Establish standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with federal regulations for school meal nutrition standards and the Smart Snack in School nutrition standards.

There are no vending machines available to students nor is any food sold to students during the school day.

### **Healthy Schools Act Requirement** [DC Official Code § 38-822.06(e)]

Schools shall prohibit all third-parties, other than school-related organizations and school meal service providers, from selling food or beverages of any type to students on school property from 90 minutes before the school day begins to 90 minutes after the school day ends.

There are no third-party vendors or other organizations that sell food to Chavez students.

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## SCHOOL MEALS

Cesar Chavez PCS for Public Policy is committed to serving healthy meals through the National School Lunch Program, School Breakfast Program and other supplemental programs to children, with plenty of fruits, vegetables, whole grains, lean protein and fat-free or low-fat dairy, that are moderate in sodium, low in saturated fat, have zero grams of trans-fat per serving (nutrition label or manufacturer's specification), and to meet the local and federal nutrition requirements and the needs of school children within their calorie requirements.

**Local LWP Requirement** [\[DC Official Code § 38-826.01\(b\)\(2\)\(B\)\]](#)

Establish plans for increasing the use of locally grown, locally processed, and unprocessed foods from growers engaged in sustainable agriculture practices.

All fruits and vegetables served through our vendors are locally grown and processed in accordance with NS and Healthy Schools Act standards.

**Healthy Schools Act Requirement** [\[DC Official Code § 38-823.01\]](#)

Track procurement using the [Locally Grown Food Item Tracking Log](#).<sup>6</sup>

Our School Food Coordinator and Business Operations Manager work with our vendor to complete all required reporting in accordance with NSLP and Health Schools Act standards.

**Healthy Schools Act Requirement** [\[DC Official Code § 38-822.02\(a\)\]](#)

Serve school meals that meet or exceed the federal nutritional and HSA standards.

All meals served are in compliance with NSLP and Health Schools Act standards.

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<sup>6</sup> Office of the State Superintendent of Education. (2019). Locally Grown and Unprocessed Food Item Tracking Log. Retrieved from [osse.dc.gov/publication/locally-grown-and-unprocessed-food-item-tracking-log](https://osse.dc.gov/publication/locally-grown-and-unprocessed-food-item-tracking-log)

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## PHYSICAL ENVIRONMENT

According to the CDC, physical environment is defined as the school building and its contents, the land on which the building is located, and the area surrounding it.<sup>7</sup> The physical learning environment has a great impact on student learning and promotes and improves learning by ensuring the health and safety of students and staff. Cesar Chavez PCS for Public Policy

\_\_\_\_\_ recognizes the connection between physical environment and student outcomes and believes safe, positive, respectful learning environments will result in more engaged students. Additionally, Cesar Chavez PCS for Public Policy understands that environmental sustainability means meeting present needs without compromising the ability of future generations to meet their own needs.<sup>8</sup>

Cesar Chavez PCS for Public Policy is committed to implementing and maintaining standards to ensure a healthy school physical environment and creating environmental sustainability practices for staff and students and recognizes its importance for both today and for years to come.

### **Local LWP Requirement** [\[DC Official Code § 38–826.01\(b\)\(2\)\(A\)\]](#)

Establish goals for improving the environmental sustainability of schools.

Cesar Chavez PCS for Public Policy will seek to improve its environmental sustainability and engage in sustainable agriculture practices through:

- contracting with food service vendors that utilize locally grown, locally processed and unprocessed foods from growers engaged in sustainable agriculture practices;
- Investigating the requirements of school wide recycling programs.

### **Local LWP Requirement** [\[DC Official Code § 38–826.01\(b\)\(2\)\(D\)\]](#)

Establish goals for developing and implementing an Environmental Literacy Program.

As a public policy school, environment and environmental concerns are regularly incorporated into our Social Studies and Public Policy courses.

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<sup>7</sup> Centers for Disease Control and Prevention. (2019). Components of the Whole school, Whole Community, Whole Child (WSCC): Physical Environment. Retrieved from [osse.dc.gov/node/1113332](https://osse.dc.gov/node/1113332), [cdc.gov/healthyschools/wscs/components.htm](https://cdc.gov/healthyschools/wscs/components.htm)

<sup>8</sup> Office of the State Superintendent of Education. (2019). 2017 DC Environmental Literacy Plan.

Retrieved from [osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf)

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## SOCIAL AND EMOTIONAL CLIMATE

According to the CDC, social and emotional climate refers to aspects of students' educational experience that influence their social and emotional development.<sup>9</sup> The quality and character of school life is often referred to as school climate.<sup>10</sup> The school's climate and students' social and emotional needs play major roles in the development of students.<sup>11</sup> Cesar Chavez PCS for Public Policy recognizes the connection between students' social and emotional needs and their ability to learn and perform both within and outside of the classroom setting. Cesar Chavez PCS for Public Policy understands that a positive school climate is one in which the quality and character of school life is formed through: a student-centered environment rooted in community values and input, systems of culture, gender, and LGBTQ responsive engagement, and proactive safety measures that prioritize the health and wellness of all members of the school community, including staff and families.

<sup>9</sup>Cesar Chavez PCS for Public Policy is committed to developing socially and emotionally healthy students by creating and maintaining a school climate that results in a safe, engaging, healthy, challenging, and supportive learning environment.

Cesar Chavez PCS for Public Policy understands the design, education and implementation of social and emotional learning priorities is essential to demonstrating this commitment.

### Healthy Schools Act Requirement [\[DC Official Code § 38-826.06\]](#)

Schools covered by the Youth Risk Behavior Surveillance System (YRBSS), serving grades 6-12, shall participate in the biennial DC data collection.

Chavez commits to continuing its participation in the Youth Risk Behavior Surveillance System.

### Recommendation

Survey students to measure broad perceptions of student access to quality mental health supports.<sup>12</sup>

Chavez commits to providing students with a culture survey, patterned after questions from the Panorama survey three times a year. The survey offers a place for students to express their thoughts and voice their opinions. Afterward, the leadership and Mental Health teams will analyze the results and make recommendations to strengthen the mental health support at the school.

### Recommendation

Provide a designated physical safe space for LGBTQ students.<sup>13</sup>

Chavez commits to providing a safe space for LGBTQIA+ students. Through the provision of gender neutral restrooms, an active student government, and Peer Group Connection programming, we continue to work towards providing a more inclusive school community and add additional spaces where LGBTQIA+ students can feel safe, seen, and empowered.

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9 Centers for Disease Control and Prevention. (2019). Components of the Whole school, Whole Community, Whole Child (WSCC): Social and Emotional Climate.

Retrieved from [cdc.gov/healthyschools/wscs/components.htm](https://cdc.gov/healthyschools/wscs/components.htm)

10 National School Climate Center. (2012). The School Climate Improvement Process: Essential Elements(No:4). Retrieved from [files.eric.ed.gov/fulltext/ED573705.pdf](https://files.eric.ed.gov/fulltext/ED573705.pdf)

11 Durlak, JA., Weissberg, RP. (2011). Promoting Social and Emotional Development is an Essential Part of Students' Development. *Human Development*. (54)1-3.

Retrieved from [researchgate.net/profile/Roger\\_Weissberg/publication/239784381\\_Promoting\\_Social\\_and\\_Emotional\\_Development\\_Is\\_an\\_Essential\\_Part\\_of\\_Students%27\\_Education/links/57f97a1d08ae91deaa616b5a/Promoting-Social-and-Emotional-Development-Is-an-Essential-Part-of-Students-Education.pdf](https://researchgate.net/profile/Roger_Weissberg/publication/239784381_Promoting_Social_and_Emotional_Development_Is_an_Essential_Part_of_Students%27_Education/links/57f97a1d08ae91deaa616b5a/Promoting-Social-and-Emotional-Development-Is-an-Essential-Part-of-Students-Education.pdf)

12 Refer to Appendix A in OSSE's Local Wellness Policy Guide for related supports and resources.

13 This recommendation is intended to serve as a complement to work done by the bullying prevention task force ([DC Code § 2-1535.02](#)), with the specific goal of reducing suicidal ideation and suicide rates in LGBTQ students.

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## COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES

The DC school behavioral health model is a coordinated system designed to promote positive school culture, mental wellness and access to high-quality services for children, youth, and their families.<sup>14</sup> Cesar Chavez PCS for Public Policy recognizes the connection between reducing barriers to access and helping students and schools thrive through integrating school- and community-based providers and services using a school-wide, multi-tiered system of supports (MTSS).<sup>15</sup>

Cesar Chavez PCS for Public Policy understands that partnerships with licensed school behavioral health professionals with education and training in social work, professional counseling, or school, clinical, or counseling psychology, whether employed by Cesar Chavez PCS for Public Policy or by a community-based organization that partners with the LEA, both collaborate with teachers, administrators, parents, and community-based organizations to provide a coordinated system of support that addresses prevention, intervention, and direct service needs of the school.

Cesar Chavez PCS for Public Policy is committed to supporting students and families through the provision of Counseling, Psychological and Social Services to ensure a well-rounded environment of comprehensive health and safety are made available for all within the school environment.

### **Youth Suicide Prevention and School Climate Survey Amendment Act** [\[DC Official Code § 7–1131.17\(a\)\(b\)\(1\)\]](#)

Ensure principals and teachers are trained to identify, approach, and refer students in psychological distress through requiring the completion of the Department of Behavioral Health’s online training once every two years.

Chavez requires all staff to complete the Department of Behavioral Health training that aligns with the Youth suicide prevention and school climate survey Amendment Act.

### **School Safety Omnibus Amendment Act** [\[DC Official Code § 38–952.02\(b\)\(1\)\(A\)\]](#)

Ensure school staff are trained at the time of hiring and at minimum every two years thereafter on identifying, responding to, and reporting student-on-student acts of sexual harassment, sexual assault, or dating violence, including any mandatory reporting requirements under District or federal law.

Chavez requires all staff to complete the Mandated Reporter training through DC.gov each year. Certificates are collected by our HR department and kept on file for staff. Those who join the school community mid year are required to complete the training prior to onboarding. Additionally, we have a staff training each summer on what it means to be a Mandated Reporter at Chavez, as well as additional training on our Student Protection Policy.

### **School Safety Omnibus Amendment Act** [\[DC Official Code § 38–951.02\(c\)\(1-2\)\]](#)

Ensure school staff are trained at the time of hiring and at minimum every two years thereafter on recognizing and reporting sexual misconduct, student sexual abuse, and child abuse and training on an annual basis for parents regarding sexual misconduct and student sexual abuse.

Chavez provides title IX training every year before the school year begins. The school-designated Title IX coordinator will conduct the training. All faculty members and students will be provided training and guidance on reporting sexual misconduct and sexual abuse. In conjunction with school leaders, the title IX coordinator will periodically inform students and staff of the Title IX protocol throughout the school year.

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<sup>14</sup> Deputy Mayor of Health and Human Services. (2019). School Mental Health Program and School Health Services Program. Retrieved from [dmhhs.dc.gov/publication/school-mental-health-program-and-school-health-services-program](https://dmhhs.dc.gov/publication/school-mental-health-program-and-school-health-services-program)

<sup>15</sup> Multi-tier System and Supports Integrated Services Framework for Student Wellness. (2015). CSHA Conference. Retrieved from [schoolhealthcenters.org/wp-content/uploads/2015/05/Building-Framework-MH-Supports-Presentation.pdf](https://schoolhealthcenters.org/wp-content/uploads/2015/05/Building-Framework-MH-Supports-Presentation.pdf)

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**Recommendation**

Identify specific goals for any school-based activities that promote student wellness through counseling, psychological and social services.

The Chavez Mental Health team commits to monthly opportunities for social-emotional engagement. The Mental Health team will provide social-emotional groups based on a singular topics, including but not limited to grief, coping mechanisms, & health relationships. The mental health team will also conduct school-wide events that support and develop emotional development both in and out of school.

**Recommendation**

Provide a designated space for the delivery of behavioral and mental health services.

Chavez will continue to provide designated and confidential therapeutic spaces for each member of the team.

**Recommendation**

Establish a policy and procedures for suicide prevention and intervention, including a defined school crisis team and safe space for behavioral and mental health service delivery.<sup>16</sup>

Chavez will work to align their current school crisis team with the outlined model provided by OSSE. Staff are also required bi-annually to complete a suicide prevention awareness training.

**Recommendation:**

Encourage and support behavioral health staff to participate in the School Behavioral Health Community of Practice and to engage in ongoing support and learning with peers.

Chavez has members from the Mental Health Team that participate in School Behavioral Health Community of Practice and bring back resources to continue ongoing support. It is our goal to have our staff members attend the trainings and turnkey their learning to the whole of the school community.

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<sup>16</sup> This acknowledgement coincides with a requirement mentioned in the Social and Emotional Climate section of this template.

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## HEALTH SERVICES

Health services provide preventive and actual care for a host of medical conditions and concerns within the scope of practice of school nurses, nurse practitioners, dentists, health educators, physicians, physician assistants, and allied health personnel.<sup>17</sup> These services include but are not limited to first aid, cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) use, anaphylaxis treatment and management, and planning and management of chronic diseases such as asthma and diabetes. These services ideally combine school and community resources to meet the needs of the students, staff and community through proper care coordination.

Cesar Chavez PCS for Public Policy recognizes the connection between coordinated care models and improved student outcomes. Cesar Chavez PCS for Public Policy understands that registered nurses, doctors, physician assistants, allied health professionals and other qualified personnel may be among those contributing to the coordinated care students receive. Cesar Chavez PCS for Public Policy is committed to coordinated preventive and actual care service models that meet the needs of the students, staff and school community. Cesar Chavez PCS for Public Policy has established the following goals for implementing the Health Services component to demonstrate this commitment.

### **Student Health Care Act Requirement** [\[DC Official Code § 38–602\(a\)\(b\)\]](#)

Collect annual Universal Health Certificates and Oral Health Assessments from each student.

Chavez collects universal and oral health certificates from all students as required each year. Our school nurse tracks compliance and is in regular contact with families to receive proper documentation as needed.

### **Access to Emergency Epinephrine in Schools Amendment Act** [\[DC Official Code § 38–651.04a\(b\)\(3\); DC Official Code § 38–651.04a\(c\)\(2\)\(B\)\]](#)

Schools shall stock and maintain two undesignated epinephrine auto-injector twin-packs in a secure but easily accessible location and ensure at least two OSSE-certified staff members are trained annually and present during all hours of the school day.

Unassigned Epi-pens and trained staff are available at Chavez. Epi-pens are in secure but accessible locations and lot numbers are shared with OSSE as required with expired Epi-Pens replaced as needed.

### **Immunization of School Students Act** [\[DC Official Code § 38–502; DCMR § 5-E5300\]](#)

Ensure all schools implement the [Immunization Attendance Policy](#) and verify student compliance with District immunization requirements for enrollment and attendance.

Chavez adheres to "No Shots, No School" requirements and sponsors free immunization clinics multiple times a year for students, families, and staff.

### **Recommendation**

Provide a designated space that is recognized as the health or nurse's suite.

Chavez has a dedicated health suite.

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<sup>17</sup> Centers for Disease Control and Prevention. (2021). Components of the Whole School, Whole Community, Whole Child (WSCC): Health Services. Retrieved from [cdc.gov/healthyschools/wscs/components.htm](https://cdc.gov/healthyschools/wscs/components.htm)

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**Recommendation**

Ensure qualified staff, inclusive of a Registered Nurse, provide care and management of health services rendered for the school environment.

Our school nurse is a highly engaged and devoted member of our staff, committed to providing the best care for our entire community.

**Recommendation**

Share, and make publicly available, nurse hours and availability, emergency care protocol, and undesignated epinephrine use plans.

Chavez shared information about Health Suite staffing and identifies AOM-trained personnel to students, faculty, and families.

**Recommendation**

Establish care coordination plans to increase access and referrals to primary care services and improve school-physician links following incidents.

Chavez staff work closely with families to provide referrals to community-based health resources.

**Recommendation**

Develop and implement a school preparedness system for medication storage and administration, tracking staff certifications, and students with chronic health conditions who lack clearly identifiable action plans.

Chavez provides secure storage for all prescription medications including Epi-Pens and inhalers, as well as appropriate double-locked storage for prescribed controlled substances. Doctors' orders, asthma action plans and logs of daily medications administered are maintained as required. Staff AOM and Epi-Pen certifications are maintained and renewed according to mandated schedules

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## EMPLOYEE WELLNESS

Employee health has a direct impact on how school staff perform in their roles in the school community. Employee wellness efforts at schools have the potential to increase feelings of work satisfaction and productivity, as well as lower rates of absenteeism and medical costs related to staff stress.<sup>18</sup> Cesar Chavez PCS for Public Policy recognizes the connection between healthy school employees and improved job performance and satisfaction. Cesar Chavez PCS for Public Policy understands that while there is no legislative requirement for employee wellness, implementing policies that promote employee wellness and improve job satisfaction may have a positive impact on student development. While there are no Employee Wellness LWP requirements, Cesar Chavez PCS for Public Policy establishes the following employee wellness goals:

### **Federal LWP Requirement** [7 CFR 210.31(c)(5)]

Describe the manner in which representatives of the LEA, teachers of physical education, school health professionals, the school board (if applicable), and school administrators are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

Members of the Wellness Committee, which includes faculty and administrators, review the Wellness Policy regularly. Key additional stakeholders such as the Athletics Director, the Supervising Social Worker, and the School Nurse are engaged to provide feedback in this process.

### **Recommendation**

Address and improve educator wellness through initiatives, for example offering yoga classes, immunizations, screenings and wellness campaigns, and mindfulness trainings.

Chavez sponsors monthly mental-health events, massages, exercise classes and other classes to promote staff well being. In addition, Chavez sponsors immunization clinics for students, faculty, and families.

### **Recommendation**

Provide professional development trainings to address and improve staff development and preparedness, for example by facilitating implicit bias training and assessments, and cross-cultural communication training.

Chavez regularly holds staff professional development and round tables to invite dialogue around cross cultural communication, recognizing subconscious bias, and engaging in controversial conversations.

### **Recommendation**

Take action to address and improve staff mental health, for example by informing and actively promoting Employee Assistance Programs and other community behavioral health resources available to staff throughout the school year.

Chavez's health benefits package includes and Employee Assistance Program with wellness support and coverage for mental health and counseling services. Additionally our on-site Social Workers and our designated Social Worker from our community partner Hillcrest, provide support for our staff in addition to our students.

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<sup>18</sup> Centers for Disease Control and Prevention. (2016). Preventing Chronic Disease. Absenteeism and Employer Costs Associated with Chronic Diseases and Health Risk Factors in the US Workforce. Retrieved from [cdc.gov/pcd/issues/2016/15\\_0503.htm](https://www.cdc.gov/pcd/issues/2016/15_0503.htm)

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## FAMILY ENGAGEMENT

Engaging family members in school programs and services is a priority that may have a lasting impact on students as they grow. Cesar Chavez PCS for Public Policy understands that welcoming participation from families when developing and implementing LWP goals supports the creation of an effective, comprehensive and robust local wellness policy that will meet the needs of the school community and the students it serves. By allowing families to participate in the development, implementation and evaluation of this wellness policy, Cesar Chavez PCS for Public Policy acknowledges the connection between family involvement, in connection with teachers, and other school staff, and ensuring students receive a well-rounded, comprehensive education that can serve them within and outside of the classroom setting. Cesar Chavez PCS for Public Policy is committed to engaging family members in our LWP development, wellness committee participation, policy implementation and other health and wellness requirements and initiatives.

### **Federal LWP Requirement** [\[7 CFR 210.31\(c\)\(5\)\]](#)

Describe the manner in which parents and legal guardians are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

Parents are invited to review and comment on our school's Wellness Policy and are invited to participate in wellness activities through our family outreach.

### **Recommendation**

Educate families on behaviors for contagious disease prevention and response and include guidelines for when to keep sick children at home and when they can return to school.

School policies regarding keeping students home when sick are included in our family handbook, school website, and are reiterated during orientations and through family communications.

### **Recommendation**

Have communication protocols in place to notify families of positive contagious disease cases that protect the privacy of affected individuals and their families consistent with DC Health guidelines.

Notification of any infectious disease outbreaks that warrant additional family protocols or changes to school procedures are communicated through e-mail and, as appropriate, through direct communication with families whose children have been or could become ill. Confidentiality of student medical information is always preserved.

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**Recommendation**

Inform parents of all hygiene and cleaning practices introduced, including reinforcing proper hand hygiene, mask wearing, and other health practices while students are at home.

Mitigation strategies include masking protocols, hand hygiene, COVID testing as needed etc. are shared with families in our handbook, in orientations, and through family communications.

## COMMUNITY INVOLVEMENT

operating hours and when the school itself is closed. Advisory neighborhood commission members, local business owners, area law enforcement and public works professionals are just a few community stakeholders that may provide valuable support and insight to creating the safe, healthy learning environment our students need to thrive in an academic setting. Cesar Chavez PCS for Public Policy recognizes and values the role the community plays in the safe and healthy development of our students. Cesar Chavez PCS for Public Policy is committed to accepting and implementing feedback and support from the community and works to engage members of the community-at-large in our students' development.

**Federal LWP Requirement [\[7 CFR 210.31\(c\)\(5\)\]](#)**

Describe the manner in which community members are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

Once the policy is drafted, members of the school's Wellness Committee and other key stakeholders receive copies for comments and editing. The policy is available on our website and comments are solicited through family forums. The Director of Campus Operations also approaches key individuals (parents and faculty) with specific expertise within the school community for advice and comment on Wellness Policies and execution. The policy goes through a formal review and revision every three years as mandated.





Office of the State Superintendent of Education  
1050 First St NE, Washington, DC 20002